



# **New Valley Primary School**

## **Behaviour Policy**

Updated October 2025

## Introduction

At New Valley, we aim to create an environment where positive behaviour is at the heart of personal development and effective learning. We teach our children to be self-disciplined and self-motivated, able to make informed decisions through developing a strong sense of right and wrong, not unthinking obedience or compliance. We encourage and expect high standards of behaviour from children and adults, and we do not tolerate negative behaviour which is unkind or disrupts learning.

Our approach to behaviour is underpinned by the New Valley Values and by our Behaviour Expectations. These are consistently referenced and reinforced in interactions with children, collectively and individually, and form the basis of how we expect children to behave.

### The New Valley Values

At New Valley we are proud to:

- Have high expectations of ourselves
- Be positive
- Celebrate difference
- Care for ourselves and our planet
- Show love and kindness

### The New Valley Behaviour Expectations

At New Valley we:

- Treat the classroom as a place of learning
- Create a calm atmosphere in and around school
- Show respect and consideration for all
- Take responsibility for our own behaviour
- Enjoy our free time and allow others to do the same
- Represent our school well to the wider community

## Promoting Positive Behaviour

We believe that, for most children most of the time, the key to good behaviour is to recognise, encourage and celebrate the positive. We do this through a number of approaches:

- Regular and consistent reference to, and modelling of, the *Values* and *Expectations* outlined above, in assemblies, lessons and conversations with individuals and groups of children.
- A focus on children's wellbeing throughout school life, including a culture which recognises safeguarding as enabling and supporting children to thrive in the widest sense.
- Building independence and giving responsibility every day in classrooms, and providing opportunities for children to take on roles

such as, for example, School Councillors, members of Action Teams, or Sports Leaders.

- Teaching children the strategies required to recognise their feelings and manage their own behaviour, using *Zones of Regulation*.
- Celebrating positive behaviour through praise and rewards.
- Sharing news about positive behaviour with parents and carers.

## **Responding to Negative Behaviour**

We recognise that, even with the most positive and effective approaches, inappropriate or unacceptable behaviour will sometimes occur.

### Inappropriate classroom/lesson behaviour

Children behaving inappropriately in class should be helped to understand that disrupting other children's learning is serious. Adults will respond to low-level disruption in class - for example calling out, distracting others, failing to follow instructions or engage with learning - as follows. If inappropriate behaviour persists or is repeated, adults will move to the next stage of response, and may decide to move to a different stage more quickly, depending on the seriousness.

1. Quiet individual conversation to outline why behaviour is inappropriate and remind of expectations of behaviour.
2. Move to identified time-out spot in class for 5-10 minutes to reinforce and refocus.
3. Send to a neighbouring classroom for 10-30 minutes.
  - a. The child should be accompanied by another to ensure that they reach their destination;
  - b. they should take a note for the receiving teacher to indicate how long to stay before being returned;
  - c. they should take a useful task to occupy them while in the neighbouring class - this could either be their current learning, or an opportunity to reflect on their behaviour;
  - d. the receiving teacher should:
    - i. indicate where the child is to sit;
    - ii. find a moment within teaching their own class to briefly discuss and reinforce behaviour expectations;
    - iii. send them back to their own class after allotted time, accompanied by another child to ensure they reach their destination.
4. If further reinforcement is necessary, ensure that the child misses all or part of their next available break. This sanction should be used to

reinforce that disrupting learning is unacceptable and serious. The adult or a classroom colleague should administer this consequence wherever possible.

5. Refer to Headteacher or Deputy to discuss and reinforce positive behaviour with the child, and to decide on further action.

### Inappropriate Playground (or break time) Behaviour

At break and lunch time, a specified adult (very often a Teaching Assistant working with a class) is responsible for supervising and managing the behaviour of a class; supporting good behaviour and dealing with inappropriate or unacceptable behaviour is the responsibility of that adult. Low-level inappropriate behaviour in the playground - for example, disrupting others' games, deliberately annoying others, play that is not malicious but is too rough - should be treated with similar approaches.

1. Quiet individual conversation to outline why behaviour is inappropriate and reminder of expectations of behaviour.
2. Move to identified isolated time-out spot in playground for 5-10 minutes to reinforce.
3. At the end of break/lunch time, the supervising adult should inform the Class Teacher of any behaviour incidents. If further reinforcement is necessary, the Class Teacher should ensure that the child misses all or part of their next available break, to emphasise that spoiling others' free time is unacceptable and serious. The Class Teacher or a classroom colleague should administer this consequence wherever possible.
4. If necessary, the Class Teacher should refer to Headteacher or Deputy to discuss and reinforce positive behaviour with the child, and to decide on further action.

### Persistent Inappropriate Behaviour

If a child's behaviour is such that they are sent to a neighbouring class (or need time-out at a break times) more than once in a short period, the class teacher should call parents/carers to inform and discuss, and should discuss with the Headteacher.

## More Serious Unacceptable Behaviour

Usually, inappropriate classroom or break time behaviour should be managed by, and will be improved by, the approaches outlined above. Sometimes, children's behaviour is more serious, and should be referred straight away to the Headteacher or Deputy. Examples of such unacceptable behaviour could include:

- bullying;
- deliberate, repeated unkindness;
- physically hurting or trying to hurt others;
- fighting;
- acts of deliberate or reckless dangerous behaviour;
- use of discriminatory language;
- deliberate and serious challenges to authority.

After discussion, including with the child, consequences will include:

- discussion with the child to support them in improving their behaviour;
- informing and discussing with parents/carers.

Additional consequences may include:

- missing all or part of a break or lunchtime;
- internal exclusion, where a child spends time working in another class or supervised alone, typically for half a day or a day;
- formal fixed-term suspension.

## **Responding to Sexual Violence and Child-on-Child Abuse**

Peer on peer abuse includes, but is not limited to:

- physical and sexual abuse;
- sexual harassment and violence;
- emotional harm;
- on and offline bullying;

It can take place between any pupils within or beyond the school.

At New Valley, we work hard to create an environment in which children and staff show respect for one another and know what language and behaviours are acceptable. This includes a zero tolerance of violence or harassment of any kind; inuendo, banter or otherwise personally derogative comments. We support children to have a good understanding of consent and healthy relationships and to know what to do and who to speak to if they are worried or feel unsafe.

Instances of child-on-child abuse should be dealt with according to the appropriate school behaviour or antibullying policies, including full investigation and appropriate separation of those involved to protect and

support both parties. All behaviours falling within the remit of child-on-child abuse should be referred to the DSL.

### **Different Approaches for Particular Children**

Sometimes, a pupil will have a particular condition or need which requires a different approach. For example, sometimes and for some pupils, it is necessary or beneficial to deliberately ignore inappropriate behaviour. These children, identified through discussion between class teacher, leaders and SENDCo, will have a behaviour plan to outline how their behaviour will be managed.

### **Recording/Monitoring Inappropriate and Unacceptable Behaviour**

Any behaviour requiring a conversation with a parent/carer should be recorded on *MyConcern*, usually by the class teacher, or by the leader most closely involved. Staff will sometimes decide to record behaviour on *MyConcern* even if parents/carers are not informed.

Teachers should be particularly vigilant about recording changes in behaviour, including heightened emotional state, or unusual lack of engagement.

At least fortnightly, Headteacher, Deputy and SENDCo will meet to review behaviour, including consideration of incidents recorded on *MyConcern*, and discussion of any other children or behaviour causing concern. This may include, for example, individuals or groups of children highlighted by teachers, or patterns or trends in behaviour that may require further attention.

### **The Role of Parents and Carers**

The school will share general information regularly with parents and carers in children's interim reports. We will also contact parents and carers quickly if there is a concern about a child's behaviour.

We ask that parents and carers reinforce and support the school's behaviour expectations, including encouraging children to be honest and to take responsibility for their behaviour.

If a parent/carer has concerns about their child's behaviour, or about the way behaviour is handled in school, they should contact their child's Class Teacher or a school leader.

## **Staff Roles and Responsibilities**

Every member of staff is responsible for the behaviour of New Valley children. All staff should model positive behaviour in their interactions with each other and with children, and all should take responsibility for challenging and improving inappropriate and unacceptable behaviour. For example, in all lessons and assemblies, all adults should model good listening, enthusiasm and engagement, and all should remind children of the expectations of behaviour. At break and lunch times, a specific member of staff is allocated to and responsible for supervising and supporting each class; however, all staff should be vigilant and active in responding to any child's behaviour. All staff, including Teaching Assistants and staff supervising lunch and breaks, must share any important information about behaviour of individuals or groups with Class Teachers.

In addition, the roles of teachers bring particular responsibilities.

### Class Teachers

Class Teachers are key to ensuring that positive behaviour supports effective learning and personal development. For the year that they are taught by them, a child's Class Teacher is probably the single most important and influential person in their life, aside from close family and friends. Class Teachers are responsible for:

- building a positive relationship with each child in their class, and using that relationship to support and improve positive behaviour;
- ensuring that Behaviour Expectations and the New Valley Values are displayed and regularly discussed in class;
- monitoring children's behaviour and wellbeing to celebrate and promote the positive and to pre-empt and respond effectively to the negative;
- discussing behaviour with parents and carers, to keep them informed and to ensure effective partnership between school and home supports positive behaviour;
- recording details of unacceptable behaviour on MyConcern;
- discussing concerns about behaviour with the Headteacher;
- ensuring that practical arrangements of this policy are carried out, including sending and receiving children for 'time out', and ensuring consequences such as missing break time are followed through.

### Headteacher and Deputy Headteacher

Senior leaders set the standards of expected behaviour, by modelling the promotion of positive behaviour and in how they respond to inappropriate and unacceptable behaviour. They are responsible for:

- monitoring the application of this policy to ensure it is effective in supporting and improving behaviour at New Valley;
- supporting and giving guidance to staff in managing and improving behaviour;

- meeting at least fortnightly (with the SENCo) to review behaviour, including consideration of incidents recorded on MyConcern, and discussion of any other children or behaviour causing concern;
- responding directly to serious unacceptable behaviour.

In addition, the Headteacher (or Deputy if Headteacher is absent) is responsible for:

- making decisions about, and managing, formal suspensions and exclusions according to guidance and statutory requirements;
- updating the Local Governing Board about behaviour as necessary.

### SENDCo

Challenging behaviour can be a result of, or related to, children's specific needs or conditions. The SENDCo is responsible for:

- meeting at least fortnightly with Headteacher and Deputy to review behaviour;
- developing and reviewing behaviour plans for children requiring a different approach because of their needs.

## Appendix 1: The New Valley Behaviour Expectations

The following provides examples of what adherence to the Behaviour Expectations should look like in practice. This additional information should be used by Class Teachers to support children's understanding of how to behave. It is not designed to be an exhaustive list, but gives examples which may be used in discussion with children.

### 1. Treat the classroom as a place of learning

To achieve this, you should:

- Listen to the person talking.
- Make sure you are ready to start the lesson at the right time and with the right equipment.
- Try to follow instructions.
- Ask for help if you do not understand something.
- Aim to make progress in every lesson.
- Make sure that your home learning tasks are done on time and to the best of your ability.
- Move sensibly around the classroom.
- Be polite to others and respect their property.
- Follow any other rules your class agrees to as part of the classroom contract.
- Remember - always allow others to learn.

### 2. Create a calm atmosphere in and around school

To achieve this, you should:

- Always walk whenever moving around the building.
- Use the toilets sensibly.
- When you are walking or waiting in corridors, be quiet and calm enough to allow other nearby groups or classes to focus.
- Enjoy and respect school displays.

### 3. Show respect and consideration for all.

To achieve this, you should:

- Be sensitive towards the feelings of others.
- Listen and respond politely to all adults in our school.
- Help anyone who feels lonely or left out.
- Help to ensure that nobody is bullied.
- Celebrate the successes of other children.

### 4. Take responsibility for your own behaviour.

To achieve this, you should:

- Co-operate with adults' requests at all times.
- Always present yourself smartly in full school uniform.
- Be careful that what you say and do doesn't upset or offend others.
- Try hard to be on-task in lessons, and to make the best progress you can.
- Always tell the truth.

- Be prepared to accept responsibility and apologise when you are in the wrong.

5. Enjoy your free time and allow others to do the same.

To achieve this, you should:

- Look after anyone who seems lonely or upset.
- Play with equipment in the right way.
- Speak to an adult politely when you have a problem or need to go into the school building.
- Respond quickly and quietly to instructions, including at the end of break times.
- Show good manners in the eating areas.
- Follow the rules about the different playing areas and times.
- Play with consideration for others.

6. Represent your school well to the wider community

To achieve this, you should:

- Behave well on school trips and visits.
- Show respect and consideration to visitors to the school.
- Behave calmly and responsibly on the way to and from school